



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Application stamp-in date and time

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Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**

Applicant Information


Organization **Waco Independent School District** CDN **6002532** Vendor ID **same as CDN** ESC **12** DUNS **075123661**
Address **501 Franklin Avenue** City **Waco** ZIP **76701** Phone **254-755-9473**
Primary Contact **Sheryl Davis** Email **sheryl.davis@wacoisd.org** Phone **254-755-9440**
Secondary Contact **Sue Pfleging** Email **sue.pfleging@wacoisd.org** Phone **254-755-9529**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. A. Marcus Nelson** Title **Superintendent of Schools**
Email **marcus.nelson@wacoisd.org** Phone **254-755-9421**
Signature  Date **11/1/18**

Grant Writer Name **Alexis Davidson** Signature  Date **10/29/2018**

☐ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Waco ISD (WISD) needs to build campus leadership teams that more closely mirror the diverse demographics of their student populations.	Waco ISD plans to use teacher and student demographic statistics to analyze the ethnic and racial needs when promoting and choosing participants for the Principal Preparation Program, as well as work with current principals to draw candidates from a broad range of WISD campuses to best represent the demographics of the entire District.
Waco ISD needs to increase the number of high-quality and experienced employees obtaining leadership roles on WISD campuses.	Waco ISD plans to maintain high expectations of requirements for the screening process when choosing candidates for the program, and diversify program mentors to provide holistic education and experiential opportunities in both instruction/curriculum and behavior/discipline duties.
Waco ISD needs to sustain their current Principal Preparation Program to increase the rate of teacher retention by continuing to provide a pathway for professional growth.	Waco ISD plans to improve the current Principal Preparation Program by identifying and addressing problem areas, demonstrating a sustainable multi-year program for career-growth and support, providing WISD teachers motivation to grow professionally in different leadership opportunities within the District.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Waco ISD's goal is to continue building diverse and dedicated leaders through a year-long program track – increasing the number of Hispanic (H) and African American (AA) campus leaders to match the combined 89% H & AA student population, as well as raising the retention rate of campus teachers by 3 years minimum. WISD aims to generate a pipeline of qualified, prepared, and experienced campus leaders to be certified and principal-ready by the completion of the year-long program (2020-2021 school year). These leaders will serve at least 5 diverse campuses, with an elevated focus on IR campuses. The success of this program will be assessed by specific ongoing metric systems set by WISD and partner IHE, Tarleton State University (TSU), including demographic analysis, retention rates, evaluation results, & coursework completion.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first-quarter benchmark is to recruit and choose 10 high-quality program participants and principal mentors using the following performance measures:

- Performance evaluations from T-TESS observations, attendance rates, and coaching notes
- Demographic matching of teacher participants to diversity of student demographic on each specific campus
- Placement of participants on a wide-range of campuses to diversify post-residency placements across the District
- Diversity of mentors to allow for holistic experiences on the instructional and behavioral side of leadership, as well as a wide-range of grade-levels and subject-area specializations

The recruitment of the residents and mentors will require success factors that reflect on evaluations of the participant, as well as a demonstration of commitment and dependability within the District (further outlined on page 5).

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The second-quarter benchmark is to develop a strong program outline for the year, using Attachment 2 and Attachment 3, Tarleton State University's guidelines, as well as the following program requirements:

- Conduct meeting with chosen residents to sign the program MOU and outline expectations of participation and performance measures (WISD HR department and TSU liaison)
- Conduct meeting with chosen mentors to outline expectations and plan for authentic leadership opportunities throughout the program year (WISD HR department)
- Attend the TEA Principal Preparation Summer Institute & provide proof of attendance to HR (both principal residents and principal mentors)
- Enroll participants at TSU and provide required coursework and additional certification (i.e. T-TESS, AEL) schedule (HR)

Third-Quarter Benchmark

The third-quarter benchmark is to assess the program's first semester to identify and address any problem areas that need to be adjusted, using the following assessment tools:

- Conduct initial satisfaction and expectation survey for residents and mentors (HR will create with TEA approval)
- Hold monthly one-on-one meetings with HR to discuss progress and hear feedback to-date (principal residents and principal mentors)
- Submit class grades and certification test results to HR (principal residents)
- Create data report for ongoing assessment of requirements such as attendance and completion rate of coursework requirements (WISD HR and TSU liaison)
- Provide, at minimum, one on-site visit for each principal resident (HR and TSU)

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Waco ISD's HR and Professional Development departments will be responsible for all project evaluation and modification, using multiple methods of data collection to continuously identify, assess, and address progress and sustainability. Aligning with the above benchmarks, they will be using one-on-one meetings, surveys, e-mail communication, and completion data to evaluate this progress and ensure both the SMART goals and benchmarks are met timely and thoroughly. WISD will work alongside Tarleton to obtain feedback on observations and quality of experiences based on coursework quality and on-site visits. In using a breadth of evaluation data through different sources, Waco ISD has found modifications to be quickly identified and efficiently addressed.

Using both the strengths and identification of necessary changes from Cycle 1 of the Principal Preparation Program, the following success indicators will be monitored either quarterly or at the end of each semester (depending on data source) to best evaluate alignment with the SMART goals and benchmarks:

1. Quality of Tarleton's coursework schedule for the PPG cohort -- collected through resident and mentor feedback, and meetings between WISD and Tarleton State University.
2. Effectiveness of the PPG program as a whole -- collected through ongoing feedback from all involved parties, and rate and quality of ongoing program goal completion.
3. Degree of accuracy to which residents mirror the diversity of the student population and serve a range of campuses.
4. Success of principal residents to ensure high-quality candidates are in the pipeline for WISD leadership roles -- collected through coursework data, and effectiveness of leadership potential assessed by observations and evaluations.
5. Quality and effectiveness of principal mentors -- collected through resident surveys, feedback, and observations.

As modifications identified from Cycle 1 were carried into the Cycle 2 plan, these modifications will also be viewed with long-term sustainability in mind, to ensure a pathway that can be not only replicated but continue to be grown and refined.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

With the success of the recruitment and selection process with Waco ISD's Principal Preparation Program, Cycle 1 residents, much of the same process will take place, with some modifications of criteria that have been identified for improvement to fine-tune and elevate expectations for potential residents.

The initial step for targeted recruitment is to advertise another round of "Waco ISD's Principal Preparation Academy" (PPA) to all District campuses. Advertisement will include but not be limited to the WISD website, through the District-wide email system, and with an information meeting conducted by WISD HR and Tarleton State University (TSU). Alongside these advertisement efforts, HR will request the identification of (at minimum) one strong candidate from the principal of every WISD campus. This is a modification from the 2018-2019 PPA in an effort to diversify the campuses and students that residents are representing, as well as obtain a wider range of experience from principal mentors.

The next step in the process is the distribution of criteria that all candidates must submit to be considered for a resident spot. This will include criteria for both Waco ISD and Tarleton State University.

- To WISD, each candidate must submit: a letter of interest, a resume, a principal recommendation and/or a letter of recommendation from the applicant's immediate supervisor, a letter of recommendation from a professional colleague, and an application that includes detailed information and short-answer questions (i.e. total number of years teaching, total number of years teaching in Waco ISD, experiences serving in leadership roles as a teacher, why you aspire to be in an official campus leadership role).
- To Tarleton State University, each candidate must submit: a copy of the applicant's current service records with District authorized signatures, a current teacher certificate, signed forms (i.e. Code of Ethics, FERPA statements, and Texas HB 1508), as well as a letter of recommendation from the applicant's immediate supervisor.

Once applicants have submitted all required documents, they will be filed in a binder as a potential resident candidate. HR will then review each candidate's ethnic and racial background, gender, attendance records, annual evaluations, and data on measurable student achievement. This information will be added to their submitted documentation to create a thorough and holistic profile.

The selection process will take place next, with a diverse and objective selection committee. The members of this committee will each have a binder of candidate profiles to review and rank independently. Their ranking sheet will ensure the assessment of all criteria, prioritizing strong and dependable candidates, while also considering the priority for resident diversity to mirror the student population. Specifically, the cohort would aim to fulfill 6 Hispanic, 3 African American, and 1 Caucasian residents. This will reflect the District student population of 60.5% Hispanic, 28.6% African American, and 8.9% Caucasian. The selection committee will then bring their rankings together to discuss and determine the top fifteen resident candidates to meet all necessary criteria. (The bottom five candidates will be offered spots as available in the event a candidate turns down the residency offer.)

The top ten resident candidates will be offered spots in the PPA, and will sign a copy of the Waco ISD Principal Preparation Academy Grant Participation Agreement (MOU) that outlines expectations and requirements if agreeing to participate in the program. At this point in the process, residents must also complete the Tarleton College of Graduate Studies application and provide an updated transcript, submitting both items directly to Tarleton.

Throughout the targeting recruitment and selection process, WISD HR and Tarleton are committed to providing ample support, guidance, and resources for all potential residents. The cohort will not only require residents to work alongside one another, but requires a relationship to be built from the administration side as well. Both WISD and TSU recognize and support this method, while ensuring clear expectations are set and concise communication is used throughout the process.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Waco ISD commits to provide all residents with a diverse range of leadership opportunities that encompass the skills and experience necessary to fully maximize their year-long leadership training. By conducting all clinical learning alongside principal mentors, WISD will ensure the residency takes place in an authentic school setting. Working alongside Tarleton State University, the two entities will coordinate all clinical experiences for the following rigorous learning opportunities in instructional leadership, administrative leadership, school culture, and strategic operations.

1. Residents will take the certification to become T-TESS evaluators, and will then have the duration of the year-long residency to be trained in evaluation and observation, and to begin conducting evaluations and observations.
2. Residents will attend the Waco ISD Leadership Institute with principals and assistant principals in the summer of 2019. The institute will begin their residency by participating in the same trainings as current campus leadership, interacting with the highest-level of administrators, and having the opportunity to take part in conversations that will mold the foundation of the upcoming school year.
3. Residents will attend the annual Administrator 101 training that HR conducts for all new campus leadership, which includes processes, goals, and fundamental expectations of Waco ISD administrators.
4. Residents will shadow principal mentors to assess and make decisions on campus budgets, observe and participate in the decision-making for campus needs, participate in after-hours family engagement activities, demonstrate ethical behavior in decision making, review and assess benchmark testing, and be given opportunities to create ideas for building healthy campus culture and high expectations.
5. Residents will work alongside an administrator who specializes in student behavior and discipline to observe best practices and will have the opportunity to lead in behavior and discipline situations with students and parents alike.
6. Residents will be assigned to administer Professional Learning Communities (PLCs), in both their specialized area as well as areas outside of their comfort zone, to grow diversity in the ability to lead different subject areas. This will also allow them to develop interpersonal relationships with campus staff and practice the implementation of collaboration and data-driven instruction.
7. Residents will be a part of the Quality District Advisory Committee (QDAC) and attend the quarterly meetings to participate in the discussions and vote on District-wide decisions, such as the instructional calendar, teacher incentives, and teacher retention goals. This is a committee that will give residents exposure to working alongside District leadership, campus administration, lead teachers, and community members.
8. Residents will serve on a Campus Decision Making Committee (CDMC) which will allow them to observe, participate in, and help lead conversations regarding the development, reviewing, and revision of the campus improvement plan.
9. Residents will be required to attend, at minimum, one board meeting per semester for participation of events with the Waco ISD Board of Trustees and community stakeholders.
10. Residents will facilitate Saturday school and/or summer school, requiring them to recruit effective teachers, create learning plans that best utilize accessible campus resources and maximize learning time, and work with diverse campus staff including instructional specialists, instructional coaches, and paraprofessionals.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

At the beginning of the 2017-2018 school year, Waco ISD had five campuses in their fifth year of Improvement Required (IR) status. These campuses included Alta Vista Elementary School (AVE), Brook Avenue Elementary School (BAE), G.W. Carver Middle School (GWC), J.H. Hines Elementary School (JHH), and Indian Spring Middle School (ISMS). Due to their IR status, all schools were facing imminent closure without significant improvement of student performance and achievement of STAAR test scores. Being faced with this reality, Waco ISD applied to TEA's Transformation Zone (TZ) Planning Grant to, "allow for the campuses in their fifth year of IR to avoid closure, restructure governance, and receive autonomy needed to achieve the desired outcomes."

Waco ISD was awarded the TZ Planning Grant, and spent the Spring of 2018 planning the Transformation Zone for the upcoming school year. The TZ Implementation Grant was the next step in the application process, and was awarded in the Summer of 2018. Although four out of five of the identified campuses received high enough STAAR scores to be taken off IR status, the Transformation Zone was created with a start date of the 2018 Fall semester.

The goals that were set for the TZ within the TZ Implementation Grant are as follows:

The Transformation Zone will (1) recruit, develop, support, and retain excellent and empowered educators and (2) forge expert community-based service partnerships (3) to create customized student experiences for students (4) that will lead to college and career success.

All five aforementioned schools (AVE, BAE, GWC, JHH, and ISMS) are currently a part of the Transformation Zone, with four out of the five being restructured with new campus principals. As stated in the TZ application, this decision was made from the following assessment:

"The staff at the five Zone campuses have some of the highest turnover rates in the District, at both the leadership and teacher level. Students at these schools not only deal with the repercussions of inconsistency, but also lack the availability of higher-level and highly-experienced teacher and leadership performance. Additionally, campus options such as Academies (i.e. ATLAS Academy) or specialized programming (i.e. thriving Gifted & Talented programs) are either not offered or not successful due to the lack of necessary personnel and student support resources with the desire and feasibility to run and attend such programming."

An essential component of the TZ being successful was quickly identified as educator quality. As a part of the planning and implementation of the Zone, Waco ISD committed both the Zone and the rest of the District to creating a strong pipeline of new leaders and teachers. Alongside this commitment was the commitment to provide high-quality development and support for educators to produce and attract strong teachers and leaders, while also ensuring the District retains those individuals.

Many initiatives have begun within the Transformation Zone to ensure the leader and teacher pipelines maintain a priority within the Zone, with the sustainability goal of using these same initiatives throughout all District campuses. In fact, one of the planned initiatives was built on WISD's current Principal Preparation Program, proposing the partnering of the TZ with the PPG cohort to provide participants authentic leadership roles and post-program residencies in the Zone. The funding of the Principal Preparation Program allows for that goal to become a reality on both IR campuses and non-IR campuses alike.

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Waco ISD currently uses three prominent Data-Driven Instruction systems at the campus level, including:

1. Eduphoria!: The Eduphoria! system is implemented on campuses to empower teachers with quick and reliable access to data-driven assessments of their students. It acts as an aid for lesson planning, monitors student progress, and provides pathways for collaboration with fellow teachers and administration.
2. TEAMS: This on-line system tracks attendance, discipline, and grade book data. It pulls reports for individual students to assess those markers for both the school year, and for their entire time within the District.
3. Lead4ward: An on-line system that acts a data desegregation tool, and is a required source to use throughout the school year. In addition to providing a resource for data desegregation, WISD teachers use Lead4ward to pull relevant content for lesson plans, align their TEKS using data to assess comprehension of specific TEKS from their students, pull Quintile Reports, and assess STAAR progress measures.

These systems are implemented with thorough training to all teachers and relevant campus staff at the beginning of each school year, and utilized throughout the entirety of that year. Additional professional development opportunities are scheduled throughout the year to increase knowledge and experience on these systems and on data usage. Teachers are able to use these sources for lesson planning, grade-level and subject-level assessments, STAAR preparation, as well as the foundation of Professional Learning Community (PLC) meetings. Each campus conducts PLC's at their discretion of frequency and schedule, but all campuses use PLC's to assess data as either grade-level or subject-level groups, with a campus leader guiding teachers on how data can best be used for student and lesson planning improvement. Each campus tailors their PLC's to fit their campus, but the foundation of all PLC's is to reflect a District-wide data-driven culture.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Each Waco ISD campus uses the following three observation and feedback systems:

1. The Texas Teacher Evaluation and Support System (T-TESS): T-TESS is used by campus leadership to work with teachers on setting goals, identifying professional development needs, evaluation and observation, and using student growth data to measure teacher success.
2. Eduphoria!: This platform allows for each campus leadership team to conduct local walk-throughs for all teachers, using a consistent metric system. These walk-throughs can be tailored for relevance of grade-level, teacher strengths and weaknesses, or specific classroom focuses. Through Eduphoria! reports are pulled and analyzed to show progress made throughout the school year. Teachers have full access to their Eduphoria! walk-through results, and can therefore use leadership feedback to assess their strengths and weaknesses inside the classroom.
3. Professional Learning Community (PLC): As previously discussed (Statutory/Program Requirements #4), PLC's are consistent, data-driven meetings that allow for teacher collaboration, as well as campus leadership feedback. It is routine for all campuses to use PLC's as a small group or one-on-one discussion time for campus leadership to provide lesson planning, data results, and observation feedback. These take place at least once a week on WISD campuses, while occurring multiple times a week for IR campuses.

In addition to these systems, campus principals meet with teachers at least once a semester to conduct a mid-year and end-of-year evaluation -- this allows for mutual dialogue, as well as summarizes the previous semester's progress. Waco ISD prioritizes teacher quality, using the ongoing observation and evaluation data to determine contract offers, grade-level and/or subject-level placement, as well as the awarding of teacher incentives.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 6

Matched amount (number of principal residents participating in program x \$15,000) 90,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Salary and benefits for Principal Residents (\$40,000 salary + \$11,477 benefits = \$51,477 per resident)

\$308,862

Stipend for Principal Mentors (\$1,000 allotted for each 6 mentors + \$200/resident for 1 lead mentor)

\$7,200

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition for Principal Residents (\$12,100 per resident)

\$72,600

Training Registration -- TEA Principal Preparation Summer Institute (\$120 per resident & mentor pair)

\$720

Professional Development Certification & Certification Exam Costs (\$1,010 per resident)

\$6,060

SUPPLIES AND MATERIALS (6300)

Required coursework books (\$250 per resident)

\$1,500

OTHER OPERATING COSTS (6400)

Training (Required) -- TEA Principal Preparation Summer Institute (\$866 per resident & mentor pair)

\$5,196

Total Direct Costs

\$402,138


Indirect Costs

\$17,851

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

\$419,989

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		3
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		3
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including “do nows”, in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		3
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		2
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		3
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		3
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		3
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		3
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		3

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>		<div> <div>0 - Lacking</div> <div>1 - Arranging</div> <div>2 - Foundational</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3	